



# Migrant Magazine

## Fall Academy Review

The Annual Fall Academy occurred in Covington on September 4-6. New recruiters learned information on how to submit a Certificate of Eligibility (COE) correctly and what items to look for. They learned the process for conducting a recruiting blitz and the value of their participation in future blitzes.

During the paperwork session, participants had the opportunity to provide feedback on a variety of the forms that are currently in use in Kentucky. They also gave their input on how these forms should be changed or updated. These new forms will become effective December 1.

The recruiter roundtables were a success. People had great input and participation. This may be something that we can include in the all recruiter training next year.

## Save the Dates

**November 13-14, 2012**  
**OME Conference**  
**South Padre Island, Texas**

**April 28-May 1, 2013**  
**NASDME Conference**  
**Orlando, Florida**

## We Are Family

We learn together, work together and laugh together.



## New MSIX Users

Be sure you complete your application and submit to your regional coordinator. Then take the appropriate training on MSIX and submit to your coordinator before receiving your MSIX account. This is only for new users that begin the application process after October 1.

[https://msix.ed.gov/msix/training/gov/msix\\_user\\_training.htm](https://msix.ed.gov/msix/training/gov/msix_user_training.htm)

## In State Re-Interviews \*

Each region will have two recruiters who will re-interview in a different region this year. The regions have until June 1, 2013 to submit the re-interview paperwork to KDE. The Regional Coordinator will notify each district when their region will have their re-interviews.

*\*As of August 28, 2008,, it is a federal requirement that each state MEP implements a re-interview process to comply with federal regulations CFR 200.89.*

## Short Distance Moves

For any "move" of brief duration or short distance (e.g., from an independent school district to a county school district or vice-versa), the recruiter must provide an explanation in "Section IV Comments" of the COE. The explanation should provide the basis for determining that the move qualifies (e.g., "The move is of short distance but across district lines with change of address and employer.") If there are any questions, please contact KDE.

## Residence Date vs. Enrollment Date

During the recruiting training, there were several questions pertaining to Residency Date and Enrollment Date. According to page 35 of the Kentucky ID&R handbook, the **RESIDENCY** date refers to the date when the child/youth moves into/arrives at the new school district and established residency. In most circumstances, this date is the same as the QAD. However, the QAD refers to the date when both the child/youth and the worker completed the move into the new school district to seek or obtain qualifying work or "any" work. The residency date refers only to the date when the child/youth moves into the new school district. The residency date is recorded in the top right corner of the COE.

The **ENROLLMENT** date refers to the date when the child/youth enrolls in the new district. This does not mean when the child enrolled into the MEP. For all preschool OSY students, the enrollment dates are determined by the same calendar as a regular child enrolled in school. During the regular school year, use the QAD; during the summer, use the QAD date unless students were found after the regular school year has already started; then use the first day of school (e.g., QAD is 7/11/12, and you found them 9/21/12). If you found them after they have been residing in the district for a while, use the first day of the current school year (e.g., QAD 12/12/11, and you found them 9/21/12).



# Henderson County Migrant/HOME Education 2012 Summer Program

By: Barbara Whitfield  
Migrant Advocate Assistant

Studies have shown that students lose math and reading skills during the summer break. With that in mind, Henderson County participated in the Summer Learning Program, hoping to prevent the “Summer Slide.” We developed lesson plans that included core content and used the Cuisenaire Math and Reading Program. The students were involved in many hands-on activities.

Our summer school kicked off with middle and high school students. We had a full week filled with academics, field trips and participation in the Challenge Course. The Challenge Course developed a huge trust factor, and each student enjoyed doing the different activities.

One of the field trips involved volunteer work at our local Humane Society. A trip to Mammoth Cave allowed the students a chance to see the world’s longest known cave. On the return trip to Henderson, the students had a surprise visit to the Corvette Museum in Bowling Green. The trip that the students really looked forward to was going to Holiday World. They had an assignment to construct a roller coaster (Holiday World is known for its roller coasters). We might have some future architects in our midst, as the creations were awesome.



The next three weeks were spent with preschool through 4th-grade students. Our goal was to put emphasis on reading and math. The students also enjoyed field trips, guest speakers and visits from the “Brain Bus,” which provides computers and a learning environment for our children. One of the guest speakers presented an excellent recycling program. Another special treat was seeing a cultural dance demonstrated by our Somalian students. The students really enjoyed a physical activity playing with a parachute in the gym and following the directions of the teachers to perform many different activities. At end of our program, each child received an award for their attendance, reading and math skills with comments from their teacher highlighting something special about each of them.

Our summer program was a great success, and our students did improve their skills and had fun while learning. We believe it slowed down that summer slide.

## Solutions for Out of School Youth (SOSY) Conference

Claude Christian, Office of Next-Generation Schools and Districts, KDE

*"Okay, we found some out of school youth. Now what do we do with them?"*

The Out of School Youth Training of Trainers and Dissemination event held in Clearwater, Florida, September 10-13 answered that question. At this event, directors, recruiters, advocates and trainers all came together and put aside labels and titles to discuss strategies and plans for providing assistance to our out of school migrant youth. The Kentucky team of trainers included Sandra Wallace (Graves Co.), Guadalupe Ginn (Fleming Co.) and Frank Crossman and Claude Christian from the Kentucky Department of Education.

During the Training of Trainers, everyone reviewed the new *OSY Training Manual* developed by the SOSY Technical Assistance Team, which included our own Claude Christian. The manual addresses seven main areas for working with OSY including Field-Based Identification & Recruitment, Cultural Competency & Professionalism, Establishing Positive Networks & Advocating for OSY and Educational Materials. The materials are now in post-production and will be made available on the [SOSY website](#) in the near future.

The Dissemination Event provided further opportunities to network and compare notes with other migrant-minded folks from several states. There were sessions on the use of technology with OSY, a DREAM project designed to help OSY set goals for themselves and provide ways to achieve those goals, and even on basic data collection. There was a great deal to be learned in a relatively short time. It was very draining and well worth it. The event was bookmarked by two wonderful keynotes. It began with Christine Chavez, granddaughter of Cesar Chavez, who now works for the U.S. Department of Agriculture. No, as she has often had to remind people, not the boxer. Her grandfather was the co-founder of the United Farmworkers Union. The conference ended with a panel discussion of several OSYs, some who travelled by car from as far away as Colorado, telling their story and praising the migrant staff they encountered that provided not only support, but also hope. They validated the work we are trying to do. There is much work to do, and we now have more tools to get it done. There will be much more information as we debrief and make a plan for how we will provide services and hope to our migrant youth.



*Claude Christian and Christine Chavez  
at SOSY Conference  
Clearwater, Florida*